

De Lisle College Curriculum

“Rooted and grounded in Love”.

French



Intent – ‘Rooted and grounded in Love’

Intent – rooted

It is our mission to enable all students to flourish in French. Our French curriculum is designed to provide students with knowledge, understanding and an appreciation of another language and culture. Our philosophy is to empower students to communicate and engage with the French language, as well as its culture, thus creating confident linguists and communicators. We aim to foster a love for language learning and a deeper understanding of diverse cultures within the French-speaking world. The key stage 3 curriculum ensures that by the end of year 9, all students can communicate in the target language, giving opinions on a range of topics, in a range of tenses, both in written and spoken form. All students are taught the same content, though lessons will be tailored to suit the needs of the group. Year 7 begins with an introduction to French, learning basic vocabulary and grammar structures which will be revisited and built upon throughout the year. Students then learn to describe themselves and their families and the sports they like to play. Year 8 revisits the grammar structures covered in year 7 to ensure mastery before introducing students to more complex grammar points and tenses, through the topics of school, technology and food. The topics selected aim to give students access to vocabulary that they could easily use in a French-speaking country. When our students reach year 9, they will be able to form verbs in three tenses and give complex and justified opinions on a range of different topics. Again, students will revisit vocabulary and grammar from years 7 and 8 to embed knowledge and acquire mastery. Students will continue to develop and enhance their linguistic abilities through the topics of holidays, free-time activities and town. Students in key stage 3 also undertake a film project, where they watch and study a French-speaking film. The selected films explore a range of themes within different historical settings. Watching a film in French enables students to develop their cultural understanding and linguistic ability as they work towards producing a piece of writing about the film. The key stage 3 curriculum provides students with the linguistic skills to be able to communicate in the target language and feel confident when communicating with French-speaking people. The curriculum also provides a solid foundation for students who continue to study French at GCSE.

At key stage 4, students build upon the key skills acquired at key stage 3, whilst following the AQA scheme of learning. The wide range of topics covered allows students to reflect upon society and the way we live our lives. By the end of the course, they will be able to discuss these topics and will have a sound grasp of how language works.

At key stage 5, students will continue to develop their grammatical and linguistic skills alongside their understanding of the culture and society of countries where French is spoken. In year 12, students study the film, *L'auberge espagnole* and in year 13, students study the book, *Un sac de billes*. Students also undertake an individual research project. This allows them to develop their own interests through their independent study of a topic of their own interest.

St Jerome is the patron saint of MFL. His translation of the Bible allowed more people to access God's word for themselves. Our curriculum aims to encourage our students to follow his example; to use our ability to learn and understand different languages to communicate with our worldwide neighbours, to build bridges and to break down barriers in order to create a tolerant and respectful world.



French

Year 7



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

- Fostering subsidiarity: By developing communication skills through the topics taught in year 7, students are empowered to engage with and serve others. The skills they acquire will allow them to understand the importance of communication and valuing different cultures. Learning another language gives students a better understanding of the world; language shapes cultural traditions and we cannot fully appreciate these traditions without knowledge of the language.
- Promoting human dignity through language and culture: The year 7 curriculum includes exploration of different French-speaking cultures, including life in 1950s France through the study of the film *Le Petit Nicolas*. This enables students to have a better understanding of history and a different way of life, thus promoting reflection on our changing societies.

Advent 1	Introduction to French	Advent 2	Me and my family
Description	• Greetings, numbers, colours, alphabet, days of the week, months • Grammar: definite and indefinite articles, possessive adjectives, adjectival agreement • Say how you are feeling	Description	• To give information about yourself (name, age, birthday) • The verb 'to have' • The verb 'to be' • To describe yourself • To say who is in your family • To give information and describe the member of your family
Lent 1	Me and my family	Lent 2	Film module / Sport
Description	• Give opinions of the members of your family • Complex justified opinions of the members of your family	Description	• Study of the film <i>Le Petit Nicolas</i> • Forming the present tense with regular -er verbs • The sports you play • The sports you do • Grammar : jouer à and faire de
Pentecost 1	Sport	Pentecost 2	Sport
Description	• When, where and with whom • Complex justified opinions of the sports you play and do	Description	• Forming the present with regular -ir verbs • Forming the present tense with regular -re verbs • Consolidation of key grammar and vocabulary covered over the year

French

Year 8



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Curriculum Outline

Link to Catholic Social Teaching:

- Fostering subsidiarity: By developing communication skills through the topics taught in year 8, students are empowered to engage with and serve others. The skills they acquire will allow them to understand the importance of communication and valuing different cultures. Learning another language gives students a better understanding of the world; language shapes cultural traditions and we cannot fully appreciate these traditions without knowledge of the language.
- Promoting human dignity through language and culture: The year 8 curriculum includes exploration of French cuisine and its importance on French heritage, through the food topic. This enables students to have a better understanding of and a respect for all people and their traditions, thus promoting empathy and cultural appreciation.

Advent 1	My school	Advent 2	My school
Description	• Forming the present tense • The verb 'to go' • Telling the time • Description of school • Opinions of school subjects	Description	• Complex justified opinion of school subjects • Forming the future tense • What you are going to study in the future
Lent 1	Technology	Lent 2	Technology
Description	• To say what you normally do online • To give a complex justified opinion of that you do online • To say what other people do online and why	Description	• To say how you are going to use technology in the future and why • Study of the film <i>Asterix aux Jeux Olympiques</i>
Pentecost 1	My diet	Pentecost 2	My diet
Description	• What you typically eat for breakfast, lunch and dinner • The verb 'to drink' • The verb 'to take'	Description	• The foods you like/don't like eating and why • Typical French food • The food you are going to try in the future

French

Year 9



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Curriculum Outline

Link to Catholic Social Teaching:

- Fostering subsidiarity: By developing communication skills through the topics taught in year 9, students are empowered to engage with and serve others. The skills they acquire will allow them to understand the importance of communication and valuing different cultures. Learning another language gives students a better understanding of the world; language shapes cultural traditions and we cannot fully appreciate these traditions without knowledge of the language.
- Promoting human dignity through language and culture: The year 9 curriculum includes exploration of diverse French-speaking cultures, including Christmas traditions in France. This enables students to have a better understanding of and a respect for all people and their traditions, thus promoting empathy and cultural appreciation.
- Promoting solidarity: Through the study of the film *Les Choristes*, students explore the importance and value of an education root and grounded in love.

Advent 1	My holidays	Advent 2	My holidays
Description	• Forming the past tense • Where you went on holiday recently • How you travelled	Description	• Where you stayed • Who you went with • What you did • Christmas in France
Lent 1	My holidays / Free time	Lent 2	Free time
Description	• The present tense • The future tense • Describing your holidays in three tenses • Describing the activities you do in your free time	Description	• Describing what you read and watch on TV • Giving complex justified opinions of what you read and watch on TV • Study of the film <i>Les Choristes</i>
Pentecost 1	Free time	Pentecost 2	Town
Description	• Free time activities in three tenses	Description	• Where you live • What there is in your town • Directions • Getting around in France

French

Year 10



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Curriculum Outline

Link to Catholic Social Teaching:

- Ensuring the dignity of all people: The curriculum's focus on identity and relationships with others supports discussions around respecting every individual as made in the image of God, regardless of background or culture.
- Promoting participation: Students learn about customs, festival and daily life in French-speaking communities, promoting an understanding of the importance of active and respectful participation in community life. Students also learn vocabulary to describe their school and education which helps students to understand the value of education.
- Upholding the common good: The study of free time activities allows students to recognise that hobbies enable all people to participate in the goodness of creation.

Advent 1	Revising the basics Unit 1: Identity and relationships with others	Advent 2	Unit 2: Healthy living and lifestyle
Description	• Definite and indefinite articles • Verbs in three tenses • Giving personal details • Saying what you and others look like • Talking about personality • Describing family relationships • Describing relationships with friends • Discussing different types of families	Description	• Talking about a healthy lifestyle and keeping fit • Eating out • Discussing different types of diet
Lent 1	Unit 3: Education and work	Lent 2	Unit 4: Free time activities
Description	• Describing your school • Talking about the subjects and teachers you like/dislike and why • Describing the school day • Talking about school rules • Talking about what you are going to do after you have finished school • Talking about your ideal job	Description	• Talking about the sports you play/do and why • Talking about extreme sports • Discussing music and performing arts • Discussing television and film

Pentecost 1	Unit 4: Free time activities Unit 5: Customs, festivals and celebrations	Pentecost 2	Unit 5: Customs, festivals and celebrations
Description	• Discussing television and film • Describing different religious celebrations • Describing what you do to celebrate different celebrations	Description	• Discussing different family traditions • Talking about film festivals

French

Year 11



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Link to Catholic Social Teaching:

- Promoting the dignity of all people: When discussing celebrity culture, students can reflect on how media should respect the dignity of all people, avoiding harmful stereotypes.
- Upholding the common good: The travel and tourism topic invites student to reflect on the common good; responsible tourism not only benefits local communities but also respects different cultures and traditions.
- Ensuring subsidiarity: Through the study of media and technology, students understand how digital platforms can promote subsidiarity by giving people a voice to raise awareness of global injustices.
- Promoting stewardship of creation: Studying the environment allows student to consider stewardship of creation and the need to protect natural resources.

Advent 1	Unit 6: Celebrity culture Unit 7: Travel and tourism, including places of interest	Advent 2	Unit 8: Media and technology
Description	• Discussing how and why people might become famous • Discussing different celebrities • Learning about celebrities from French-speaking countries • The advantages and disadvantages of being famous • Talking about where you like to go on holiday (including accommodation and transport) • Describing a visit to a French-speaking country • Different types of holidays	Description	• Discussing the evolution and uses of the internet • Talking about the influences of the digital world • Talking about technology use in the past, present and future • Discussing the risks and staying safe online
Lent 1	Unit 9: The environment and where people live	Lent 2	Exam preparation
Description	• Talking about where you live • Talking about what there is in your town • Talking about your ideal home • Discussing environmental issues and what you can do to help • Global environmental problems	Description	Exam skills

Pentecost 1	Exam preparation	Pentecost 2	Exam preparation
Description	• Exam skills	Description	• Exam skills